SEMSA Desk Review Worksheet

Review Date: ___/___/___	Supervisor: _____	#: _____

District:	CD Code: -	RPDC:

District Enrollment: _____   Size of District ☐ Small   ☐ Medium   ☐ Large   ☐ K-8   Child Count: _____

District % in Compliance _____	Supervisor Recommendation ☐ Review Complete ☐ Additional Verification ☐ On-Site	Recommendation ☐ Review Complete ☐ Additional Verification ☐ On-Site ☐ Profile Indicates Need ☐ Lottery

1 Areas of Non-Compliance   ☐ Concern   ☐ No Concern

☐ Child Find	☐ Procedural Safeguards	☐ SPED & Related Services	☐ General Administration
☐ Personnel	☐ LRE	☐ ESY	☐ Other:
☐ Referral Process	☐ Secondary Transition	☐ Evaluation	

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# Of Child Complaints Filed (02-03): _____ ☐ Concern ☐ No Concern	**# Of Due Process Hearing Requests (02-03)**: _____ ☐ Concern ☐ No Concern
Areas Out of Compliance:	Issues:	Status:

3 Other Areas of Consideration:

☐ State Board Operated Program	☐ Co-Op: _____	☐ High % of publicly placed students	☐ Charter Schools
MSB MSD SSSH	☐ Surrogate participation	☐ Persistent non-compliance	☐ Other:
☐ Speech Implementor Model	☐ Special School District	☐ Private Agencies	

4	Incidence Rate			Areas of concern within incidence rate:		

Section 4: Incidence Rate

Incidence Rate		
District:	+/- 2%	State: (14.97)
☐ Concern ☐ No Concern		
ECSE		
District:	+/- 3%	State: (6.61)
☐ Concern ☐ No Concern		

Areas of concern within incidence rate:

☐ Mental Retardation (1.37)	☐ Hearing Impairment/Deafness (0.14)	☐ Multiple Disabilities (0.11)
☐ Emotional Disturbance (0.98)	☐ Specific Learning Disabilities (7.13)	☐ Autism (0.26)
☐ Speech/Language Impairment (3.52)	☐ Other Health Impairment (1.15)	☐ TBI (0.04)
☐ Orthopedic Impairment (0.07)	☐ Deaf/Blindness (0.00)	☐ YCDD (0.12)
☐ Partial Sight/Blindness (0.06)		

5 **Placement Categories** ☐ Concern ☐ No Concern

Outside Regular Class <21%		Outside Regular Class 21-60%		Outside Regular Class >60%		Separate Facility Private & Public		Homebound / Hospital		Residential Facility Private & Public		State Operated Schools	
D	S: (56.74)	D	S: (28.08)	D	S: (11.83)	D	S: (1.94)	D	S: (0.42)	D	S: (0.14)	D	S: (0.85)

6 **MAP** ☐ Concern ☐ No Concern

Percentage of Proficient Readers INCREASE				Percentage of children with disabilities who have MAP-CA read to them DECREASES			
Grade 3 ☐ Yes ☐ No		Grade 7 ☐ Yes ☐ No		Grade 3 ☐ Yes ☐ No		Grade 7 ☐ Yes ☐ No	
Percentage of children with disabilities scoring at Proficient and Advanced achievement level increases:							
Communication Arts	Grade 3 ☐ Yes ☐ No	Grade 7 ☐ Yes ☐ No	Grade 11 ☐ Yes ☐ No
Science	Grade 3 ☐ Yes ☐ No	Grade 7 ☐ Yes ☐ No	Grade 10 ☐ Yes ☐ No
Math	Grade 4 ☐ Yes ☐ No	Grade 8 ☐ Yes ☐ No	Grade 10 ☐ Yes ☐ No
Social Studies	Grade 4 ☐ Yes ☐ No	Grade 8 ☐ Yes ☐ No	Grade 11 ☐ Yes ☐ No
Percentage of children with disabilities scoring at Step 1 and Progressing for the MAP subject areas decreases:							
Communication Arts	Grade 3 ☐ Yes ☐ No	Grade 7 ☐ Yes ☐ No	Grade 11 ☐ Yes ☐ No
Science	Grade 3 ☐ Yes ☐ No	Grade 7 ☐ Yes ☐ No	Grade 10 ☐ Yes ☐ No
Math	Grade 4 ☐ Yes ☐ No	Grade 8 ☐ Yes ☐ No	Grade 10 ☐ Yes ☐ No
Social Studies	Grade 4 ☐ Yes ☐ No	Grade 8 ☐ Yes ☐ No	Grade 11 ☐ Yes ☐ No

Performance Data

7	☐ Yes ☐ No ☐ N/A	Eligibility determinations result in the percentage of students with disabilities served being comparable to statewide data.
8	☐ Yes ☐ No ☐ N/A	Eligibility Determinations result in the percentage of ECSE students with disabilities being comparable to the expected incidence rate of 5% for the district.
9	☐ Yes ☐ No ☐ N/A	The percentage of children with disabilities served at each point of the placement continuum is comparable to statewide data.
10	☐ Yes ☐ No ☐ N/A	The percentage of ECSE children with disabilities served at each point of the placement continuum is comparable to statewide data.
11	☐ Yes ☐ No ☐ N/A	The percentage of children with disabilities in each disability category, served at each point of the continuum, is comparable to statewide data.
12	☐ Yes ☐ No ☐ N/A	Participation in general state assessments are comparable to statewide data.
13	☐ Yes ☐ No ☐ N/A	Percentage participating in alternate assessments at each grade level is no greater than 1-2% of the student population at that grade level
14	☐ Yes ☐ No ☐ N/A	Children with disabilities participating in district-wide assessments are comparable to the percentage of students participating in general statewide assessments.
15	☐ Yes ☐ No ☐ N/A	The performance level of children who receive special education services prior to age 5 increase on the School Entry Assessment.
16	☐ Yes ☐ No ☐ N/A	Dropout rates for children with disabilities decrease and are no higher than those of children without disabilities.
17	☐ Yes ☐ No ☐ N/A	Suspension and expulsion rates for children with disabilities decrease and are no higher than those of children without disabilities.
18	☐ Yes ☐ No ☐ N/A	The percentage of students with disabilities participating in vocational preparation program is consistent with the percentage of participation in the general population of students.
19	☐ Yes ☐ No ☐ N/A	The percentage of students with disabilities graduating with a regular diploma has increased or been maintained at a high level over the past three years and is comparable to the graduation rate in the general population of students.
20	☐ Yes ☐ No ☐ N/A	The percentage of students with disabilities employed or enrolled in continuing education six months after leaving school has increased and/or been maintained at a high level over the past three years.
21	☐ Yes ☐ No ☐ N/A	The percentage of students with disabilities of any racial/ethnic group is greater than that group's percentage of the total enrollment to indicate disproportional representation.

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26. **Student File Review**:

Document B Student File Reviews	District Initial	Desk Review Initial	District Reevaluation	Desk Review Reevaluation
Referral Process Initial Evaluation/Eligibility 100100-102900				
Reevaluation/Continued Eligibility 103000-104200				
IEP 104300-108900				
Placement 109000-109600				

27. **District Tally Documents**
   Review the District Tally Documents:
   List the number of Out of Compliance indicators for each document:

   Doc A. _____   Doc B _____   Doc D _____   Doc E _____   Doc F _____   Doc G (1-16) _____

28. **Comments**: Indicate the areas of concern your desk review revealed for this district.